639
4 M6
py 1

War Work Activities

of the

Monmouth Public Schools

1917-1918

PUBLISHED BY
THE BOARD OF EDUCATION
MONMOUTH, ILLINOIS

D639
.E4M6

SUPERINTENDENT'S REPORT

ON

WAR WORK ACTIVITIES

Office of Board of Education,

District No. 38, Monmouth, Illinois.

June 10th, 1918.

To the Members of the Board of Education:—

I am pleased to submit herewith a report of the War Work Activities of the Monmouth Public Schools for the school year ending May 31st, 1918.

The information included in this bulletin is a brief summary of the reports of the teachers and Principals of the several schools. It will give you and our patrons, and all others who are interested, a general idea of what the schools are doing in patriotic service. I have only to regret that space forbids a more detailed account of this matter. It would be very instructive and inspiring to read the detailed reports of the teachers on file in the Office.

The Patriotism of the schools and the Will to serve in every possible way needs no extended comment. Our teachers and pupils are 100 per cent loyal and true. They are eager to do their part. This report is evidence of their fine spirit and untiring work.

This report is, therefore, intended also as an appreciation of the patriotism and service of our teachers and pupils. The work of the year has been strenuous. But in place of retarding the regular work of the schools, the War Work Activities have proved stimulating and helpful in many ways. The teachers report:

> "The war has marked effect upon the school and its work. All lines of work have been greatly motivated, influenced and broadened by the war activities."

> "Linking the War Activities with school life has greatly influenced the education of the child. Education has a deeper signifi cance. 'Thrift and Disposition to Save' is being well developed."

> "The war has affected the school and its work immeasurably for good. The home and the school have been brought closer together by it. Thrift, patriotism, love and service are some of the lessons learned."

"The work this year has been unusually interesting. Everywhere the relation of school work to life interests has been made manifest."

"While much of the regular work of the school has been interrupted, it has been replaced by work of a more vital importance, the quality of which has been excellent."

"In connection with the various war work activities the value of our teaching cannot be measured. It will outlast the war itself. Thrift has been taught and practiced as never before. New standards of patriotism have been set, ideals of love and service given which should make for the transformation of young America."

With such a spirit at work in the schools, our children are sure to be patriotically and practically instructed in the duties and responsibility of American citizenship. The teachers of Monmouth deserve great credit for their work and influence.

With the hope that this report may prove interesting and instructive, and hopeful and helpful to others, it is sent forth as a token of the Patriotism and Service of the Monmouth Public Schools.

Very cordially,

L. L. CALDWELL,
Superintendent of Schools.

. of D.
DEC 14 1919

I. FOOD CONSERVATION

1. Clubs Formed: There are four clubs in the Elementary School. The purpose of each club is to learn the values of food, the great need for food stuffs in relation to the war, and to study ways to conserve foods in order to help win the war.

   In one school, a club called the "Conservation Club" was organized with a membership of 108 pupils. The members were divided into six companies under Boy Scout Leaders. Each Boy Scout kept a record and gave points to the members of his company for:

   a—Wheatless and meatless meals;
   b—Care of clothing;
   c—Saving some money otherwise spent for candy or movies and buying thrift stamps;

   d—Cleaning plate at every meal.

   After a child earned fifty points he received a pledge card which he signed and took home.

   The captains of these companies made four-minute talks on Conservation and Waste to the club and to the lower grades.

2. Correlation with Regular School Work:

   a. Language: Several periods were given over to informal conversational lessons on "Saving Food"; "Why we should send white bread to the soldiers and eat substitutes ourselves"; "How we observe wheatless, meatless and sweetless days at our house". Compositions were written on similar subjects. Pledges were made, the themes of which were to conserve food by "candyless" days; also by finishing a meal with a clean plate.

   One of our First Grade rooms adopted the following pledge which was given each morning after the salute to the flag:

   "I will avoid all waste, to this I truly swear.
   I will be careful of my clothes and everything I wear,
   No foolish pennies will I spend, but save that I may give
   To those less fortunate than I, who find it hard to live.
   And what I take upon my plate, I'll eat up every bit,
   Nor make complaint because I am not fond of it.
   And dishes new I'll learn to eat as far as I am able.
   But one thing I will never do, that's be finicky at table."

MARY. MARY. NO LONGER CONTRARY.
HAS MADE A HOME GARDEN GROW.
WITH TURNIPS AND BEANS.
TO FEED THE MARINES
AND SOLDIERS AND SAILORS YOU KNOW

b. Reading: Bulletins on Preserving and Conserving Foods were read. Government Bulletins were secured and used as reading material. Children cut articles from papers and magazines which were used for reading.

c. Arithmetic: War Problems sent out by the Government were used.

Original Problems such as:

1. If your mother should substitute 5 qts. of milk at 10c. a qt. for 3 lbs. of meat at 40c. a lb. would she be saving money? If so. how much?

2. If a family used 14 lbs. of meat each week last year and have decreased the amount 25 per cent this year, how many lbs. have been saved.

d. Physiology: Listed food stuffs needed by soldiers on the march and while convalescent.
Too much candy is not good for us.
Too much meat is not good for us.
we can economize on these food articles and be more healthy ourselves.

e. Nature Study: What vegetables to plant early and which to plant late and what ones should be planted this year.

f. Some girls made Food Conservation Books.

g. Correlated with art by making posters.

Each school had talks on "Food Conservation" by some prominent citizen.

In the High School we have discontinued the serving of food at class parties and socials. An informal party costing about $30 was substituted for the customary banquet given by Juniors to Seniors and usually costing over $200.

Much instruction in English and Arithmetic was directed along the line of Food Conservation.

SOMEBODY HAS TO RAISE
OR PACK
EVERYTHING YOU EAT:
DO YOUR SHARE!
GRADES 2 AND 3

MONDAY WE HAVE LESS HEAT
TUESDAY WE EAT NO MEAT
WEDNESDAY WE HAVE NO WHEAT
THURSDAY HAVE LESS SWEET
FRIDAY HAVE LESS TO EAT
SATURDAY NO PORK FOR MEAT
SUNDAY WHEN THE FAMILY MEET
WE WILL HAVE LESS TO EAT
1918

EXAMPLES OF FOOD CONSERVATION WORK IN THE ELEMENTARY SCHOOLS

(NOTE: The following copy is a bulletin sent out from the Office of the Superintendent. Several Bulletins of one kind and another were sent out during the year).

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

Date: October 31, 1917.

To whom: The Teachers.

Subject: "Active-Interest" Outcomes of Instruction on Food Conservation.

All reports of instruction given on Food Conservation show a fine interest and good general activities. They are all highly commendable. Some of them were especially good.

The active part taken by the children is to be comended. The following are some of the more important "Active-Interest Outcomes reported:

CENTRAL

"A CONSERVATION PLEDGE"—Grade I.

"I will avoid all waste, to this I truly swear,
I will be careful of my clothes and everything I wear.
No foolish pennies will I spend, but save that I may give
To those less fortunate than I, who find it hard to live.
And what I take upon my plate, I'll eat up every bit,
Nor make complaint because I am not fond of it.
And dishes new I'll learn to eat as far as I am able,
But one thing I will never do—that's be finicky at table."

"A CLASS POSTER ON FOODS"—Grade III.

"We are working on a class poster to emphasize by picture the foods to use and those to save."

"A PATRIOTIC CLUB"—Grade VI.

"The purpose of this club is to devote some time regularly to the study of patriotic songs, events, etc., and to practice patriotism at every opportunity. The school is to be divided into two sections, each of which will be responsible for certain reports to the school. It is planned to follow the current events of the war and to practice war economy in every possible way."

"A Scrap Book and Menu Book—Grade VIII.

Both books were well prepared, showing active interest, appreciative intelligence and a spirit "to do". Very commendable.

GARFIELD

"Pledge Cards"—Grade III.

"Each child wrote a letter home about "Food Conservation" and asked to have the "Pledge Cards signed". The effort was to have the children get active in the homes."

"News Clippings on Food Conservation"—Grade V.

"Pupils Wrote Letters"—Grade VI.

"The pupils wrote to the Government for "Farmers' Bulletin No. 565, having it sent to their own homes. This bulletin is on "Corn Meal as a Food". The pupils also wrote letters home explaining the Food Conservation Movement."

"Food Conservation League"—Grades VII and VIII.

"Pupils and teachers sign a pledge to avoid *waste, destructiveness* and *extravagance*. They call themselves "The Consevation League".

HARDING

"Junior Home Reserve Club"—Grades VI and VII.

"Monday evening, we formed the "Junior Home Reserves Club". This is a club for girls under sixteen. The purpose is to teach the girls how to do things so they may help their mothers, so their mothers will have more time for Red Cross Work, which most of the girls cannot do. They are to learn how to make beds hospital style and to cook different things. Then every month besides learning some household duty, they are to do something to help the soldiers. This month they are to make gun wipes. Twenty-two girls, out of twenty-six joined this club. They are very much enthused about it."

WILLITS

"Arithmetic Lessons"—Grade IV.

Worked out cost of luncheon for eight people; also cost of ordinary meal for eight people. Other similar problems with reference to cost

LITTLE HERBIE HOOVER HAS COME
TO OUR HOUSE TO STAY
TO MAKE US SCRAPE THE DISHES
CLEAN AND STORE THE CRUMBS AWAY
OF CARBOHYDRATES FATS AND PROTEINS
HE HAS MUCH TO TELL
OF FOOD VALUES AND CALORIES THAT
KEEP YOU STRONG AND WELL
HE SAYS YOU MUST SAVE FUEL
AND MIND WHAT YOU'RE ABOUT
OR THE GERMANS WILL GET
YOU IF YOU DON'T WATCH OUT

of living. Oral reports from class as to results obtained in wroking out cost of two different menus. Difference in cost of two meals was emphasized, showing that one way to conserve food is to do away with elaborate entertaining.

"Agreement to Practice Conservation"—Bulletin Board—Grade V.

The Fifth Grade of Willits have agreed to use one less teaspoonful of sugar a day, on cereal, drink or other food. Part of the money they have spent for gum and candy they are going to use for buying stamps. These stamps are to be used on letters we are planning to write to the American soldiers.
Bulletin Board: Pupils are going to bring clippings from magazines and newspapers on questions of the day. We will have discussion of these during two Opening Exercise periods of the week.

Besides these active-interest outcomes, there was excellent instruction given in all grades. The reports show two kinds of work:

1. More or less formal instruction.

2. Organized activities along lines mentioned above.

For the most part, the instructional work was well outlined and many interesting things were done, such as:

1. Writing letters.

2. Giving talks.

3. Reading articles.

4. Writing compositions.

In reading these reports, one cannot help being impressed with the thought that the children have been well instructed and have carried the instruction into their homes. We cannot do better than continue such work regularly and make it especially effective at every good opportunity.

With a thought that these reports may be suggestive for future occasions, they have been transmitted to you.

Very cordially yours,

L. L. Caldwell,
Superintendent of Schools.

II. FUEL CONSERVATION

On "Tag Your Shovel Day" every child in the Monmouth Public Schools was given tags with which to tag the home shovels and those of neighbors. Practically every shovel in Monmouth was tagged.
Talks were given by the teachers in each room.

CORRELATION WITH REGULAR SCHOOL WORK:

Composition: Essays on:

Effect of a little Saving by Each Million People.
Why tag your shovel.
Coal Shortage and its Causes.
How to Run a Furnace.
Heatless Mondays for Business Houses.

Reading:

Articles in the Government Bulletins "Lessons in National and Community Life"—also other Government Bulletins from the U. S. Fuel Administration, and articles from papers and magazines.

Hygiene:

Ventilation.

Living and sleeping temperature.
Health in winter and home temperatures.
Keep a thermometer in home and regulation temperature of 68 degrees.
Heat only necessary rooms.

Geography:

Studied coal mines; where located; methods of mining; how many more things coal is needed for now than in the years 1900-1914.

Art:

Posters made and exhibited.
In the High School several lessons in English were directed along the lines of Fuel Conservation.

III. THRIFT WORK

In Elementary School:

1.	Amount invested in Thrift Stamps.....	$ 1,452.40	
2.	Amount invested in W. S. S.....	1,172.75	
3.	Amount invested in Liberty Bonds.....	$10,825.00	
			$13,450.15

8 pupils belong to a Christmas Savings Club.

One room has a War Savings Society.

In High School:

1.	Thrift Stamps owned	$ 503.00	
2.	Liberty Bonds owned	6,770.00	
			$ 7,273.00

IV. CONTRIBUTIONS

1.	To Army Y. M. C. A.....		$777.55
2.	To Red Cross		200.00
3.	Smileage Books		260.00
4.	Other Relief		31.00
5.	Soldiers' Library Fund		60.00
6.	Christmas Boxes	14 boxes and	12.10
			$1,340.65

7. Children of Elementary School sold Christmas Red Cross Seals.

8. Other Contributions:

Each Elementary School supports a French or Belgian Baby. Departments of High School, each supporting one baby are:

Pierian Literary Society.
French Classes.
High School Faculty.

One room in the elementary school has donated clothes to a collection to be used for children in the school who need clothing.

A good deal of clothing has been distributed to the poor children by this room.

V. RED CROSS

1. Membership: Elementary Schools, 100 per cent. High School, 75 per cent.

2. Work done:

List of articles made:

Handkerchiefs	81
Socks	17
Helmets	13
Wristlets	121
Sweaters	66
Scarfs	40
Knitted washclothes	23
Napkins	24
Baby Blankets	9
4 inch squares	500
18 inch squares	150
Army pillows	2
Mouth Wipes	480
Gun wipes	810
Ration heaters	175
Red Cross books to be sent to hospitals	19

630 feet spool knitting for robe.
Knitted squares for afghan.
83 squares for blanket.
3 bushel snipples.

Surgical Dressings:

Compresses	289
Sponges	255

All work in High School Sewing classes now being done on Red Cross sewing.

VI. FOOD PRODUCTIONS

In the Monmouth Public Schools four Garden Clubs have been organized, with an average of 42 members each. Meetings are held at which interesting talks on the work are given by members of the Club. Garden seeds received from Washington were given out to the children. Many children have small gardens of their own or help in the home garden. Bulletins on Gardening and Food Production have been received from Washington and from Ames Agricultural College. These

have been used to good advantage. Vacant lots have been investigated and people who have no garden plots have been put in touch with the owners. One room has been given a plot of ground on which they expect to plant popcorn, the proceeds of which will be used in War Relief work.

112 boys from Monmouth Schools have volunteered to do farm work this summer. Most of these boys have been excused a few weeks before the close of school and provision made by which they do not lose their school credits.

VII. UNCLASSIED ACTIVITIES

1. Teaching from Government Bulletins:

   Lessons in National and Community Life.
   Pamphlet from U. S. Treasury on W. S. S.
   The Aeroplane—its Use and Demand and Means of Construction.
   The War Uses and Demands of Nitrate.
   Vocational Education.
   Department of Interior—its branches and work.
   Coins and Paper Money.
   U. S. Fuel Administration and its Work.
   Telephones and Telegraph.
   Conservation as exemplified by Irrigation Projects.
   In the Junior High School 146 lessons from Government Bulletins were taught in Reading and Public Speaking classes. This reading material was used in most cases as subject matter for extempore speech and for discussion according to parliamentary procedure.
   In the Senior High School Government Bulletins were taught in Civics, History and English classes.

2. Patriotic Addresses were given from time to time by prominent men in the community on the following subjects:

   "Liberty Bonds."
   "War Savings Stamps."
   "Army Life."
   "Lincoln."
   "Washington."
   "Conservation."
   "Thrift and War Savings Stamps."
   "Patriotism and Preparing for Life's Work."
   "War Gardens."
   Four-Minute Speakers were chosen from Grades 5 to 8. These were sent from school to school to speak before different rooms.

3. Patriotic Programs.

These programs were given on each day of national interest. The programs usually consisted of music, readings and stunts by the pupils and an address by some prominent citizen. There were special programs on Liberty Day, Washington's and Lincoln's Birthdays, Loyalty Day, Illinois Day, etc.

The Junior High School held a Patriotic Oratorical Contest. The 12 contestants were chosen from 51 pupils all of whom had memorized an extract from "Wilson's War Message." The speeches given were by Wilson, Root, Lane, and the Duke of Devonshire. The program was indeed one of inspiring patriotism.

In High School every opportunity of hearing the "boys home on furloughs" was taken. Former students now in the service were enthusiastically welcomed.

On Illinois Day a special program was arranged for the presentation of an Illinois Flag which was won by our High School in an essay-writing contest.

On May 22, the High School had a very impressive patriotic service by which a gold star was placed upon the service flag, this being the first of 64 blue stars to be replaced by a gold one.

The Great Lakes Naval Band visited Monmouth, boosting Liberty Bonds and War Savings Stamps, and the schools were dismissed to help welcome the Band. The High School military Cadets marched to the depot when the drafted men left for camp, and helped in giving them a hearty send-off.

VIII. WAR WORK REPORT—INDUSTRIAL ARTS DEPARTMENT—

During the past year the Industrial Arts Department has been organized to meet the peculiar and urgent demands which the great war situation has thrust upon the public schools. This situation has been accepted as a challenge and an earnest effort made to meet it as far as possible without an entire reorganization of the work.

In the first place the type of work done in the department has shown a decided shift of emphasis from the somewhat theoretical to the more practical lines of activity. In the grade shops the courses have been arranged to give the boys practical experience in building operations, concrete construction and electrical work in addition to the more generally accepted lines. Also, a set of cobbler's tools has been provided so that the boys may prolong the usefulness of their shoes as a war economy measure.

In the high school two new courses have been offered in an attempt to help solve the war problem. One course is in electrical work and covers the more practical and constructive side. The final problem in the course

is the construction of a first class induction coil, complete with interrupter, condenser, and rheostat. The other course covers the theory, operation, and repair of gas engines and tractors. This course has been particularly successful. The boys not only got a lot of practical work with and on engines in school but several went out of school to operate engines and tractors for the farmers during the spring and summer, thus helping to solve the farm labor problem. In all about forty men and boys attended the day and night school in gas engines.

Perhaps in a more direct way the school boys contributed by building recreation apparatus for the Y. M. C. A. centers at Camp Dodge, Iowa. The first of May we shipped to the Camp:

24 Solitaire Boards.
24 Checker Boards.
16 Jumping Standards.

All of the above were made by the boys in the department. In the grade shop the carpentry class repaired a porch for a citizen who gave them two dollars for the job. This money they turned over to the fund for war orphans.

We are planning to shape the work of our department for next year so as to perform as large a public service as possible without working an injustice upon the boys.

BEN W. LEIB, *Supervisor.*

IX. REPORT OF HOME ECONOMICS WAR ACTIVITIES

A year ago the U. S. Department of Education asked that schools having Home Economics Departments co-operate with the local Red Cross and other war agencies. In compliance with that request the Department made known to the local representatives its willingness to help as soon as the Red Cross was organized for work. The following is a list of things done by the Department:

The Domestic Science work has been very much altered to meet the war conditions. The change which seemed most revolutionary is that in regard to the disposal of the food prepared in the laboratory. Heretofore, it has been customary to allow the girls to eat or to serve a friend the food prepared. This year it has been sold in the lunchroom, a practice which has greatly reduced the running expenses of the Department.

The foods prepared have of necessity been different and a few changes have been made in the general schedule of work. For example, no candy

lessons have been given and the behavior of sugar crystals was taught with test tube quantities. The use of honey to replace sugar was taught when candy-making would otherwise have been taken up.

The girls have been asked to read government bulletins to a greater extent than before, particularly those published as a result of the war.

Canning and drying work has been emphasized both last fall and again this spring.

The lunch room classes have, in addition to work on substitutes for wheat, sugar, fat, and meat, had considerable practice on the use of left-overs.

One special class for grade children has been maintained during the second semester and the work given them has been arranged to meet the needs of the year. Three high school girls doing advanced Home Economics work have taught the class, under supervision, for credit.

At Thanksgiving time two classes of High School girls donated and cooked the food to pack nine bushel baskets. These baskets were distributed in Monmouth as a part of the War Relief work. The foods contributed and packed were strictly in accord with the requests of the Food Administration.

At Christmas time these classes packed ten boxes of food to be sent to Monmouth Alumni at Camp Dodge. The War Relief Organization of the school furnished the materials.

April 20th, the class in Cooking I., served a potato luncheon as a part of the advertising campaign for the further use of potatoes to replace wheat.

In the Sewing classes emphasis has been put upon the study of textiles and the identification of fabrics. The class in Sewing IV. has spent a large part of its time on making over clothing and have succeeded in getting most attractive garments. The Class in Sewing III. spent some time on pajamas and bed socks. They also made the High School Service Flag. At present all of the classes are turned over for Red Cross work and the girls are making on an average of one garment apiece each week. The work has been reported by the local Chapter as very satisfactory.

In the elementary school a considerable amount of the work in Sewing classes was done on a war work basis, including made-over clothing, clothes for Belgian Relief and French children, Red Cross articles, etc. The girls of the Eighth Grade Graduating Class made their own dresses.

Respectfully submitted,

HAZEL M. SHULTZ,

Department of Home Economics.

X. REPORT OF PHYSICAL TRAINING WAR WORK ACTIVITIES

The fact that a large per cent of young men are being found to lack physical vigor has served as a stimulus to the department of Physical Education in Monmouth Public Schools and has brought before the public eye the vast problem of making boys and girls physically fit for a maturity that can be of real service to humanity.

A recent investigation in the grade schools shows that fifty-two per cent of the children have some physical defect, however slight, which with proper care and treatment could practically be eliminated. Surely it is worth while if these boys and girls are to be the "history-makers" of tomorrow.

The High School girls have gone in for special posture work, determined that military training should not give the boys an added advantage in that respect. They have played games that involve the use of every muscle in the body, with a zest and spirit that is fine. They have developed grace and agility through folk dancing and withal a splendid sportsmanship that is commendable.

A public demonstration and the proceeds, twenty-five dollars, went to the local Red Cross.

A number of girls who are particularly capable and want their service to count, are taking charge of the school playgrounds this summer in order that many mothers may do Red Cross work while their children are supervised at play.

They are giving their time and effort in a happy, conscientious way that is appreciated by parents and children alike.

Respectfully submitted,

Maude S. Hood
Nelle E. Lyman

XI. REPORT OF HEALTH DEPARTMENT ON WAR WORK ACTIVITIES

The Physical Examination of young men for the Army reveals the fact that 70 per cent of the men rejected were rejected because of defects that could have been corrected during school life. This fact has increased the demand for school health work. Parents are beginning to realize this fact and to act when the school suggests that their children have defects.

The physical examination in the Monmouth Public Schools reveals 78 per cent of all children examined as defective in some way, varying from slight to serious defects. It also reveals 2-plus defects for each child,

among which were six suspected tubercular cases, 220 enlarged tonsils, 364 with defective teeth, 115 with defective eyes. One of the points for special emphasis has been to get teacher and parents to realize the enormous drain on the school work from these defects. The War has given us one of our *biggest* arguments in urging this work.

The teaching of Health and Hygiene has been revolutionized by the patriotic idea, especially with the boys. So many of the health rules and hygiene lessons are absolutely demanded of soldiers so that the pupils want to live up to them because they have a brother, cousin, or friend in camp that lives up to them. We have had some special lectures on this subject by the nurse and doctors.

The nation has ordered a Child Conservation year. The Woman's Council of National Defense has charge of the work. Our Health Department has co-operated with this Committee. We held mothers' meetings in each school and have on now plans for a Child Welfare Conference in the early fall.

The systematic thought that mothers have given the food question this year has improved the nourishment of many children. The Conservation plans will produce a more robust race of Americans.

To write out the Health War Work is like trying to describe just exactly how the sun makes things grow. It can not be well put in words, yet it is the greatest incentive to growth. So the war is the greatest incentive to children to live and grow to be men and women physically perfect. Yet to put it into figures is impossible.

Respectfully submitted,

Merlin Wilkin, R. N.
Supervisor of Health Dept.

XII. WAR WORK ACTIVITIES OF ART DEPARTMENT

The education of the public through the use of posters has been one of the unique features of the present war activities.

Seeing in this popularity of the war poster an opportunity to combine patriotic sentiment with original illustration, artistic design and careful handwork, the Art Department has given the making of food conservation, thrift and war garden posters a large place in the drawing program for the year.

In order that all the pupils of a grade, not just the talented few, should have a chance to work on these posters, a few of the letters needed were made by each pupil and were pasted on the poster, and where possible the

illustration was a composite picture made up by many pupils' work. This work has developed originality in illustration and in the composition of patriotic jingles.

All of the fifth and sixth grades have made posters and a number were in the first, second, third and fourth grades. These posters have been exhibited in the several schools and at meetings of different clubs, held to discuss food conservation, war gardens and child welfare.

Next year we have planned to follow up the work of these "commnity made" posters by urging individual pupils to enter the various national and state poster contests where prizes are offered for the most original and artistic patriotic posters.

Respectfully submitted,

IDA GLENN, *Supervisor.*

XIII. REPORT OF MUSIC DEPARTMENT—WAR WORK

Believing that nothing which children receive in their schooling gives more lasting pleasure through life than a knowledge and appreciation of music, the Department of Music has been expanded in the public schools. Certainly no agency has given more loyal, cheerful and efficient co-operation to all of the war work than the teachers and children of our public schools.

As we are all thinking in terms of war and of means of being of service the Music Department has put forth its effort along this line. A definite place for the study of patriotic songs has been given both throughout the grades and the High School. Each pupil has been required to commit to memory the melody and at least one or two of the most important verses of our leading national songs.

Many patriotic songs have been written by the children, the best of these being gathered together and printed in a small booklet. We were able to turn over fifty-five dollars to our local Red Cross Chapter from the sale of these song books.

The Girls' Advanced Glee Club of the High School presented a varied program of patriotic nature, in several of the nearby towns. A certain per cent of the proceeds was given to the Red Cross.

When the men return to their homes after the war they will probaly find their own communities singing the same songs that they themselves have been learning and we shall have such a strengthening and national unity through song as could probably be achieved in no other way.

Respectfully submitted,

EDNA M. SMITH, *Supervisor.*

XIV. REPORT OF DEPARTMENT OF MILITARY TRAINING

At the beginning of the school year in September 1917 Military work was organized in Monmouth High School. Every boy in High School was required to register for Military Training unless excused by the advice of a physician. The work was organized under the direction of Lieutenant A. B. Carr. The program of work was organized so that the boys were given drill periods, military instruction, setting-up exercises, etc., twice a week during forty-five minute periods.

In addition to these regular class periods which were organized on the basis of regular Physical Training periods, there was special dirll on Monday evenings at the close of school. The work in instruction included regular military drill, setting-up exercises, target practice and some instruction with reference to communication, signalling, etc.

During the latter part of the year, the boys were organized into companies with cadet officers in charge.

The boys were required to provide themselves with regular military uniforms which were purchased by them at a cost of $9.85 each.

It is planned to carry on this work next year in a larger and more effective way, emphasizing especially the physical training side of the military drill and also instruction in Communication, such as Signalling, Telegraphy, Wireless, etc.

The following Bulletins are illustrative of the communications and directions sent out from the Superintendent's office during the year. Such Bulletins are issued on all special days and in connection with important events. During the year 48 were issued.

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

Date: October 23, 1917.

To Whom: The Principals.

Subject: Bulletins for the Teachers.

You will find herewith some bulletins for the teachers, which you will kindly place in their hands at your earliest convenience. The "Second Liberty Loan of 1917,—a Source Book" is a mine of information. I shall be pleased to have you cooperate with the teachers of your building in every way to make this material useful. We should be careful not to overwork the

use of such material, but I am sure there may be found plenty of opportunity to use it effectively.

It would be well to remind the teachers and pupils that tomorrow, Wednesday, October 24th, becomes a new day in American History,—"Liberty Day". The newspapers and current literature will be full of references concerning it.

Very cordially yours,

L. L. Caldwell, *Superintendent.*

MONMOUTH PUBLIC SCHOOLS

Office of Superintendent

Date: October 25, 1917.

To Whom: The Teachers.

Subject: Saving Food and Clothing.

You will find herewith copies I to V inclusive of the Department of Agriculture Food Thrift Series, which may contain further suggestions to you with reference to food saving. The articles on "How to Stop Food Waste" and on "Food Economy" will doubtless suggest many good topics for instruction in connection with your work in health and Hygiene, as well as other studies. We have at hand a number of these copies, which might be used in the upper grades for reading lessons and as outlines for other lessons. If you should wish to use several copies, kindly notify the office.

In connection with Food Saving, it will be worth while to work out some lessons along the line of wheat, meat, sugar and fats, developing the importance of these articles as foods, the present supply in the country, and how we may economize their use by preventing waste and using only needed amounts. I wish to suggest that we extend our work along these lines further than this particular week, and shall be pleased to have each teacher develop definite outlines of work along the line of Food Saving, with particular reference to these four important items of our food supply.

It will be well also at this time to develop some instruction along the lines of saving our clothing. I wish to suggest that valuable lessons may be taught with reference to taking care of our clothing, so as to make it look well and wear longer. A good lesson may be taught to the children with reference to leather and shoes, pointing out the scarcity of leather, the great demand for it for our soldiers and our need to economize in the care of our shoes. By keeping them clean, carefully polished and oiled, they will last much longer. Lessons on taking care of our clothing may be taught to good advantage to the smaller children who will respond very readily to suggestion.

It is in taking care of the little things with reference to food and clothing that the boys and girls may be of greatest service at the present time in conserving our supplies. Whatever you may be able to do along these lines, I am sure will be profitable and productive of good results.

Very cordially yours,

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

Date: December 17, 1917.

To Whom: The Principals.

Subject: Publications of the Committee on Public Information.

You will find herewith a booklet describing the "Plan to Enlist the Educational Forces of the Country in Promoting an Intelligent Understanding of the War", together with a list of the publications of the Committee on Public Information. This pamphlet came to our office in this morning's mail. We are today filing with the Bureau of Education a complete report of our several schools, giving the number of pupils in the schools, as per the plan described in the booklet.

I believe it to be worth while for you to direct your teachers to look over this booklet and to make themselves familiar with the general purpose and main outlines of the plan. They will find also these booklets worth while and may feel free to write for any of them they would care to have. Thye are all published and mailed free of charge. Kindly call the attention of your teachers to this matter and request them to make the most of this opportunity to aid the Government in promoting a more intelligent understanding of our war situation.

Very sincerely yours,

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

Date: January 15, 1918.

To Whom: The Teachers of Fifth, Sixth, Seventh and Eighth Grades.

Subject: Composition themes on Fuel Saving.

The pressing importance of the fuel situation and problem suggests some live topics for oral and written composition. These topics furnish a good opportunity to encourage and develop originality and investigation. I shall be interested to learn what your pupils turn in on this matter.

1. Why is it best to keep the temperature of our living rooms at 68 degrees in winter.

2. Our experience in trying to save one shovelful of coal per day.

3. Some practical suggestions on saving fuel to the best advantage.

These topics may suggest others. They may be made to draw out some real thinking and study as much worth while as anything you can do for language work. Let your chief aim be to develope strong conviction and resolute action. You will find the daily press full of helpful news and suggestions.

Very cordially yours,

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

Date: January 21, 1918.

To Whom: The Boys and Girls.

Subject: Making It Personal.

A few days ago a good friend of mine gave me a clipping from a newspaper which is so full of splendid patriotism that I wish to send it to you in this way. It reads as follows:

I MAKE IT PERSONAL;

DO YOU?

> This is my war. The kaiser is my enemy. Everyone who believes in the kaiser, who favors the kaiser, who does the kaiser's bidding, who helps the kaiser in any way is my enemy. On my faithfulness, loyalty, industry, skill, thrift, self-denial, co-operation efficiency, earnestness, zeal, belief and honesty depend the outcome of this war. It will be won or lost by me. Each night when I lie down to sleep I shall say: "This is my war." Every morning when I awake I shall say: "I must fight every minute of this day with all my strength and purpose I possess to win." Democracy is my right. I must defend and establish that right at all times and against all odds. I believe that only with this full sense of my individual responsibility shall I be able to do my full duty as an American citizen.

It is personal, active, every-day patriotism of this sort that will win the war speedily and will save the lives and health of thousands of our brave soldiers. It is indeed our war. The success of its outcome does

depend upon us—you and me. We need to make it a personal issue and be constantly alert to do our part. Let us make it personal and remember that upon our faithfulness, loyalty, industry, thrift, self-denial, co-operation, earnestness and honesty depends all that we shall have to safely enjoy in the Future.

I am proud of your patriotism. You are loyal and true. With such young people to become the men and women of tomorrow, the world will be a safe place to live and the old promise in the Scriptures that "Righteousness shall cover the earth as the waters cover the sea" will be made true.

Very sincerely yours,

MONMOUTH PUBLIC SCHOOLS

Office of Superintendent

Date: January 24, 1918.

To Whom: The Boys and Girls.

Subject: The Rag-Picker and Patriotism.

A few days ago while going about my duties over at the High School, I noticed a man rummaging about our garbage barrels in the alley just back of the building. He was picking out bits of old rags and paper and junk which the janitors had dumped into the barrels to be hauled away. Most of such material is saved and sold but a little had been dumped out with bits of broken glass-ware and other worthless stuff. After watching him for a few minutes, I decided to go out and see what the man really wanted and to learn who he was. He did not see me until I said "Hello, there. What are you doing?" He jumped as if scared and started to explain that he was not stealing but just wanted to find a little junk and a few rags which he could sell for one cent per pound. It happened that I knew the man and his circumstances.

This is his case: He has a family of several children. He is able bodied but will not work because he does not like to be "bossed". I tried once this fall to get him to accept a job at $2.25 per day and offered to help provide his family with food and clothing if he would work faithfully. He refused. His family is suffering now for want of necessities.

In view of these facts, and of the fact that our country needs every man at productive work in these days as never before, what would you have said to him if you were in my place?

Now do not answer hastily. I wish you would think this over carefully for a day or two and then write out your answer. Remember these things:

1. The man is able bodied.

2. There is need for every man to be at work.

3. The man's family are suffering for food and clothing.

4. He won't work because he doesn't like to be bossed.

5. He believes that the world is against him.

6. He has no education for anything but ordinary manual labor.

7. He was once a boy of your age and had a chance to get an education.

There is a great lesson is this incident. I shall be interested to learn what you think about it.

Very sincerely,

MONMOUTH PUBLIC SCHOOLS

Office of Superintendent

Date: March 15, 1918.

To Whom: The Teachers.

Subject: Teaching the Meaning of the Junior Red Cross.

While the children are keenly interested in their Junior Red Cross Enrollment, there is a splendid opportunity to teach them something about the Red Cross with reference to its

1. Origin—When—Where and How.

2. Its Work Today: a. Military Relief; b. Civilian Relief.

3. Its organization and support.

and about their work and duties as Junior Red Cross Members.

The Junior Membership Issue of the Central Division Bulletin is full of good suggestions along this line. There are two copies in your building. You may be able to secure a complete file of the Red Cross Bulletins by writing to American Red Cross, 180 North Wabash Avenue, Chicago.

The following points are worthy of study with the children:

1. President Wilson created the Junior Red Cross by proclamatino. He is also President of the American Red Cross. Read his letter on Page 4 of Junior Membership Issue mentioned above.

2. Junior Red Cross work as well as American Red Cross is for civilian relief as well as military. The adoption of a war Orphan is regular Red

Cross Work. Helping the poor at home, raising a good garden to help conserve food are commendable activities for Junior Red Cross members. Earning money to give for Red Cross supplies is also a commendable activity.

3. Military Relief is also an important part of Junior Red Cross Activities. "If each school pupil in the United States should make *one* article, the Red Cross would gain 20,000,000 articles." Think of that!

4. The Red Cross is absolutely necessary for winning the war. Have the children discovered the ways in which it is indispensable. Make a long list of things the Red Cross does:

A. To hearten the men at the front.

B. To relieve the wounded.

C. To care for the sick.

D. To care for the orphans.

E. To provide for the homeless and destitute, etc., etc.

Give real instances you know about.

Other points will suggest themselves. Such work will furnish the very best kind of English lessons. Vital teaching may be done while the children are interested. Let us teach these facts and others to give perspective and background for our work in developing the patriotism and humanity there is in it.

Very cordially,

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

WAR GARDEN SERIES NO. 1 HOME GARDEN SERIES—1918

"THE NEED FOR WAR GARDENS CALLS FOR WORK IN EVERY BACKYARD."

Date: March 8, 1918.

To Whom: The Boys and Girls.

Subject: War Gardens—Our Food Munition Plants.

It is time to begin planning and working about our gardens. In fact, some of us have been keeping this thing in mind all winter. But now is the

time for active preparation for this work. What have you done and what are you planning?

Last year we called our gardens "Thrift Gardens". This year we shall name them "War Gardens". Can you think of a better name? The actual food needs and the part our gardens can be made to occupy in our war work makes such a name suggestive.

Our gardens will be more important this year than ever before. The U. S. Department of Agriculture says:

In 1918:

Every family must help feed itself.

Fresh vegetables must be used to lessen home consumption of staple foods needed by troops and the allies.

Home-produced food must lessen demand on railroads and other deliveries.

More food must be canned in homes than ever before.

There must be a war garden in every backyard fertile and sunny enough to grow vegetables.

Every seed planted must be made to count in the food supply. The obligations of every man, woman and child out of uniform to help feed himself will be greater in 1918 than 1917. The need for Home-War Gardens calls for work in every backyard and in every vacant lot. There must be no slackers. Gardening is everybody's business in 1918, and every one must attend to that business. It is a patriotic duty.

Let us begin now. Talk over your plans at home and at school. Several bulletins are under preparation for you. I shall be pleased to aid you in every possible way.

Very cordially,

L. L. Caldwell, *Superintendent.*

P. S.—Remember that:

The hoe is mightier than the sword.

Change notion to motion—turn patriotic impulse into real backyard service.

Are your garden tools repaired and ready for use?

MONMOUTH PUBLIC SCHOOLS

OFFICE OF SUPERINTENDENT

April 12, 1917.

To the Principals:—

We shall be pleased to prepare for the press and publication a series of compositions by your pupils on such topics as the following:

"Our Flag."

"American Ideals."

"Some Things I May Do to Serve My Country."

"Some Things Every Patriotic American Should Do."

"My Home Garden."

"What I Am Planning to Do This Summer."

Other subjects may suggest themselves to you. Reports of school activities, Health Clubs, Civic Clubs may be also included. The children will be interested in preparing their work for publication and it will be interesting to the public. If you will send over good material to the Office, we shall be pleased to arrange for at least one day a week for your school.

Kindly present this matter to your teachers at your earliest convenience.

Very cordially yours,

Samples of Cards and Blanks Used in War Work Activities

WARREN COUNTY LOYALTY DAY

MARCH 25, 1918

DECLARATION OF LOYALTY

JUNIOR PLEDGE

MY COUNTRY IS AT WAR

To protect and preserve the Liberty of the People of the United States, and

To make the World Safe for Democracy.

MY COUNTRY NEEDS ME

To do all I can in the conservation of food and other necessities, and

To do my share in every reasonable way to aid in winning the war.

I am ready to serve my Country to the best of my ability, and hereby pledge my Faithful Allegiance and Loyal Service to the Gevrnment of the United States—MY COUNTRY.

School..... Name.....

Date..... Address.....

Membership in the Home Auxiliary of the U. S. Army

Garfield School. .....Grade.

Captain..... Company.....

I pledge my help to my country in this war by—

1. Eating all food on my plate.
2. Asking for plain food and eating it without complaint.
3. Taking care of my clothes, books, tablets, pencils, etc.
4. Making my shoes last by keeping them clean and polished.
5. Saving one-half the money I usually spend for candy and movies.

Signed.....

TEACHERS' REPORT FORM ON SPECIAL LESSONS

Date..... Teacher.....

Subject..... School..... Grade.....

I. Number and Character of Lessons Taught.

1. Number of lessons.....
2. Minutes per week.....
3. Amount of correlation with other lessons:
4. Does such work as this interfere with and hurt the regular work of the school?.....

II. Source of Material used:

1. Found in regular text books:.....
2. Found in other books:.....
3. Found in Government Bulletins and Pamphlets:.....
4. Found in other Bulletins and Pamphlets:.....
5. Found in Newspapers and Magazines:.....
6. Other material used:.....

III. Practical Devices used to develop habits:.....

IV. Evidence of Desirable Results.

LIBRARY OF CONGRESS
0 020 914 393 8